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ABSTRACT

In order to appraise the value of teacher peer evaluation as practiced at Los Angeles City College, a questionnaire was sent to 300 counselors, administrators, and tenured faculty. Eighty-four questionnaires were returned. The major finding was that the present system was ineffective in that the teaching characteristics of those evaluated did not change and in that it did not improve the quality of instruction. Teachers and counselors agreed that when teachers evaluate one another, they tend to be lenient and not truly honest. All three groups agreed that teacher evaluation is necessary, but that some other method should be employed. Administrators believed that student evaluation of teachers is much more honest and meaningful than is peer evaluation. Teachers and counselors felt that administrators should also be evaluated. According to the author: (1) the evaluation form now used by the district should be discarded and a new form should be devised which allows a greater variety of choices (not just "Competent" and "Needs to Improve"); (2) district subsidized inservice training for all faculty should be required every three or four years; (3) teacher evaluation should be conducted by students, administrators, outside specialists, and department chairmen, as well as by peers; and (4) the evaluation process should be based on student achievement of learning objectives, and should include means by which to improve teaching quality. (Author/DC)

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LOS ANGELES CITY COLLEGE

"FACULTY OPINION OF THE SPRING 1974 PEER EVALUATION"

Research Study #75-8

Lester S. Schneider
Research Office
April, 1975

JC 750 281

"FACULTY OPINION OF THE SPRING 1974
PEER EVALUATION"

PURPOSE OF THE STUDY

Is peer evaluation, as performed at Los Angeles City College, an effective means of measuring the teaching performance of tenured faculty at Los Angeles City College?

Teacher evaluation has been a controversial issue for many years. The design and implementation of a fair and effective evaluation process is a most difficult task. Teacher evaluation brings to light several questions. To whom should the teacher be accountable: to the student who enrolls in his classes; to the district which pays his salary; to the president or deans of the college in which he is employed; to the society in which he lives or to the community which will receive his graduates in the years to come? Perhaps accountability overlaps into several or even all areas mentioned. What methods should be employed to measure the success of a teacher fairly, adequately, and in a manner which will encourage positive constructive results? Peer evaluation is one method suggested to measure a teachers performance.

The purpose of this study is to determine whether peer evaluation as performed at L.A.C.C. has the necessary criteria to meet the objectives required for an effective evaluation process: a process whose primary function and goal is to improve the quality of education and instruction.

METHODS

Review of the Rodda Bill (Senate Bill 696) was initiated to evaluate the new law for tenured faculty in California Community Colleges. Informal meetings were held with Deans, Division Heads, Department Chairmen, and teaching faculty at L.A.C.C. who were directly affected with implementation of the Rodda Bill.

A questionnaire* was developed and distributed along with a covering letter* to the 300 tenured faculty at L.A.C.C. Responses to the returned questionnaire were tallied and analyzed with the cooperation of the L.A.C.C. Research Office. Space for "Write-in" comments was provided for on the questionnaire.

Returned questionnaires were separated into three categories, e.g., tenured teachers, counselors, and administrators. This separation permitted the comparison of the various groups with regard to their answers to specific statements.

FINDINGS

A total of eighty-four (84) questionnaires were returned out of three hundred (300) distributed to faculty, administrators and counseling staff.

Questions 1 through 27 asked for the teacher's degree of agreement (on a five point scale: 5 - strongly agree, 4 - agree, 3 - no opinion, 2 - disagree, 1 - strongly disagree) with certain statements about peer evaluation. Tables 1, 2, and 3 list the number of responses, the mean and rank of each statement responded to by teachers, counselors, and administrators respectively. Table 4 indicates the mean for each group answering the questionnaire, labeled on a five point scale, so that a comparison as to

* copies appended

FINDINGS (continued)

the degree of agreement between each group can easily be obtained for each statement at a glance.

Table 5 lists teachers degree of agreement and disagreement of statements in rank order of mean response. This ranking of the statements in order of response indicates that statements number 1, 18, 14, 5, 4, and 8 are elicited the strongest agreement. At the other end of the scale the following six statements elicited the strongest disagreement; numbers 15, 17, 26, 27, 24, and 16.

Question number 28 invited respondents to offer any comments they cared to make pertaining to the evaluation process. These comments were read and an attempt was made to categorize them. Of the 84 respondents, 24 (28.5%) accepted this invitation. Table 6 indicates this tabulation.

TABLE 1 - TEACHERS RESPONSE TO QUESTIONNAIRE SHOWING NUMBER OF RESPONSES; MEAN; AND RANK FOR EACH QUESTION.

Question No.	No. of Responses	Mean	Rank
1	67	3.9	1
2	66	2.48	19
3	66	2.73	14
4	23	3.52	5
5	64	3.67	4
6	66	2.61	17
7	66	2.32	21
8	66	3.48	6
9	66	3.44	8
10	66	3.23	10
11	67	3.06	11
12	66	3.38	9
13	67	2.67	15
14	62	3.77	3
15	67	1.78	27
16	66	2.03	22
17	67	1.87	26
18	67	3.79	2
19	67	3.46	7
20	67	2.37	20
21	66	2.8	13
22	66	2.92	12
23	67	2.57	18
24	67	1.99	23
25	67	2.64	16
26	67	1.9	25
27	66	1.92	24

TABLE 2 - ADMINISTRATORS RESPONSE TO QUESTIONNAIRE SHOWING NUMBER OF RESPONSES; MEAN; AND RANK FOR EACH QUESTION.

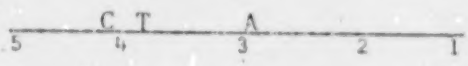
Question No.	No. of Responses	Mean	Rank
1	7	3	12
2	7	2	25
3	7	3.43	4
4	4	3.25	9
5	7	4.57	1
6	7	3.29	5
7	7	2	26
8	6	3	13
9	7	3.86	2
10	6	3.17	10
11	7	3.29	6
12	6	2.83	16
13	7	2.71	19
14	7	2.71	20
15	6	2.67	22
16	6	2.5	23
17	7	2.43	24
18	7	3.29	7
19	6	2.83	17
20	7	1.57	27
21	7	3.14	11
22	7	3.29	8
23	7	2.86	15
24	6	3	14
25	7	3.71	3
26	6	2.83	18
27	7	2.71	21

TABLE 3 - COUNSELORS RESPONSE TO QUESTIONNAIRE SHOWING NUMBER OF RESPONSES; MEAN; AND RANK FOR EACH QUESTION

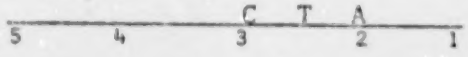
Question No.	No. of Responses	Mean	Rank
1	10	3.9	3
2	9	2.89	12
3	10	2.7	16
4	5	3.8	4
5	10	4	2
6	10	2.1	24
7	9	2.2	21
8	10	3.3	8
9	10	3.8	5
10	10	2.8	13
11	10	3.3	9
12	10	2.8	14
13	10	3	11
14	9	3.33	6
15	10	2	25
16	10	2.11	23
17	10	2.3	20
18	10	4.1	1
19	10	3.33	7
20	10	2.2	22
21	10	2.8	15
22	10	3.1	10
23	10	2.7	17
24	10	2.7	18
25	10	2.7	19
26	10	1.9	27
27	10	2	26

TABLE 4 - Mean responses for each group answering questionnaire labeled on a 5 point scale. T = teacher, C = counselor, and A = administrator. 5 = strongly agree; 4 = agree; 3 = no opinion; 2 = disagree; 1 = strongly disagree

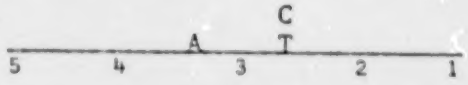
1. When teachers evaluate one another, they tend to be more lenient and are not truly honest in their appraisal.



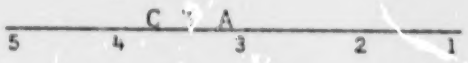
2. The evaluation process in essentially the same manner should be continued.



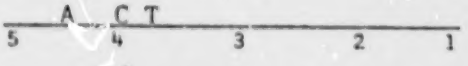
3. The evaluation process caused me to look inwardly and evaluate my own teaching techniques.



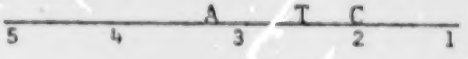
4. I had the opportunity to pick at least one member of my evaluating team.....
If so, was there a prearranged aggreement that the peer evaluation would be mutual (rate each other)? Yes ___ No ____



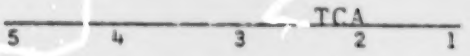
5. Teacher evaluation is necessary but some other method should be employed.



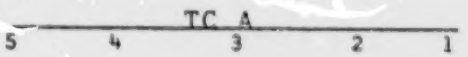
6. Peer evaluation is needed because it will help upgrade poor teachers.



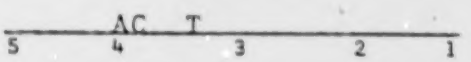
7. The evaluation form utilized was an effective instrument for peer evaluation.



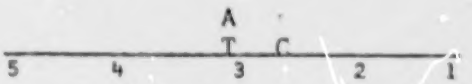
8. Generally, I feel the evaluation results determined by my peers were correct.



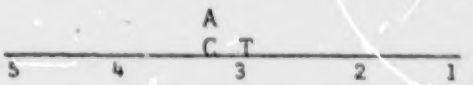
9. Peer evaluation cannot be effective because members of your own department will never tell you to your face what they really think about your teaching ability.



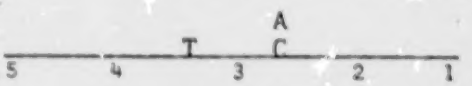
10. The peer evaluators were familiar enough with my teaching abilities to give a fair evaluation.



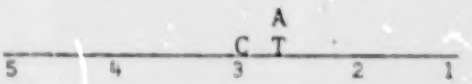
11. I do not feel that peer evaluation at L.A.C.C. was done honestly.



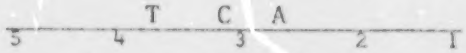
12. Adequate time was given by my peer evaluators to complete the evaluation process satisfactorily.



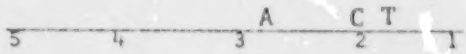
13. I would much prefer to be evaluated by someone who did not know me.



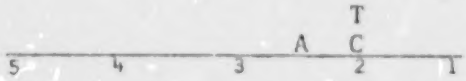
14. If anyone needs evaluation, it is the administrators not the teachers.



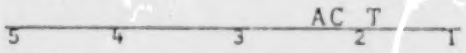
15. I feel under obligation to my peer evaluators as a result of the evaluation experience.



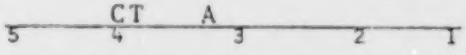
16. The results of your peer evaluation caused you to change or modify your teaching behavior.



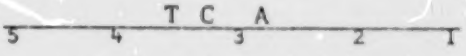
17. I felt somewhat threatened by the evaluation process.



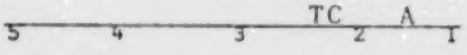
18. Teacher evaluation, as conducted at L.A.C.C., was a complete waste of time.



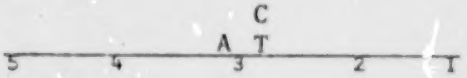
19. The peer evaluators were honest in their appraisal of me.



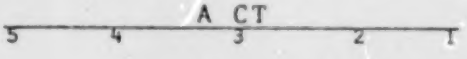
20. The purpose of peer evaluation is to get rid of poor teachers.



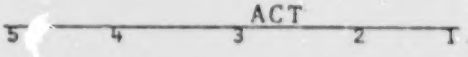
21. Peer evaluation should be done by specialists in your subject area from other colleges who do not know you.



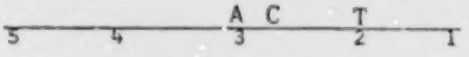
22. As an <u>evaluator</u>, I found I could not give a poor evaluation of a peer colleague, even though I felt he deserved one.



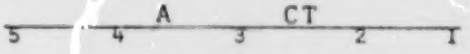
23. Peer evaluation is good because even the best teachers will benefit from the results.



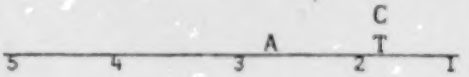
24. Peer evaluation has caused some strained relationships among some of the teachers in my department.



25. Student evaluation is much more honest and meaningful than is peer evaluation.



26. I have observed positive behavior changes in members of my department as a result of peer evaluation.



27. Peer evaluation, as performed at L.A.C.C. was a valuable experience and should be continued.

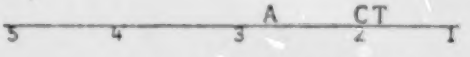


TABLE 5 - TEACHERS DEGREE OF AGREEMENT AND DISAGREEMENT OF STATEMENTS IN RANK ORDER OF MEAN RESPONSE. (N=67)

MEAN RANK	STATEMENT NO.	MEAN	% AGREE*	% DISAGREE**
1	[illegible]	3.90	75	12
2	18	3.79	66	19
3	14	3.77	55	13
4	5	3.67	61	25
5	4	3.52	57	22
6	8	3.48	60	15
7	19	3.46	48	10
8	9	3.44	58	30
9	12	3.38	61	25
10	10	3.23	50	32
11	11	3.06	36	31
12	22	2.92	38	42
13	21	2.80	36	50
14	3	2.73	39	56
15	13	2.67	27	52
16	25	2.64	34	54
17	6	2.61	30	56
18	23	2.57	22	49
19	2	2.48	26	59
20	20	2.37	18	66
21	7	2.32	18	65
22	16	2.03	12	77
23	24	1.99	4	76
24	27	1.92	11	77
25	26	1.90	9	76
26	17	1.87	9	79
27	15	1.78	6	81

*Includes both strongly agree and agree.

**Includes both strongly disagree and disagree.

TABLE 6 - SUMMARY OF WRITTEN COMMENTS

	TEACHERS	COUNSELORS	ADMINIS-TRATORS	TOTAL
Number writing comments...	18	4	2	24
The evaluation process was a waste of time.....	7	1	0	8
Student input should be included in evaluation of faculty.....	5	2	2	9
In-service training should be required periodically of all faculty.....	2	0	0	2
Don't need peer evaluation --let administrators do it	1	0	0	1
Present evaluation form inadequate, need more choices then just competent or incompetent.....	2	0	0	2
Evaluation should not be conducted by peers.....	1	0	0	1
Evaluation should be positive only, like what is instructor doing right....	0	1	0	1

TEACHER COMMENTS

1. The present process is a farce.

2. The most effective evaluation is done by students who have experienced a semester under the instructors tutelege.

3. Our peer evaluation is a daily process. We do not need a state mandate to engage in this process so mechanically. If a teacher is not performing up to standards we all know it. It should be the administrators who do the firing and/or retraining. There are sufficient laws to handle this.

4. Our method was a waste of time!

5. It is an obvious unabashed farce.

6. If evaluation is aimed at teaching ability, then the learners should be doing the evaluating--perhaps in one or two classrooms of the instructors choice.

7. Some evaluation process is needed, but for the most part last year peer examination or evaluation was a formality only.

8. There should be many more gradations--not just competent or incompetent. This is perhaps the principle fault of last years evaluation. We need to use a scale of 5 (e.g. A, B, C, D, F).

9. The way evaluation was conducted was no evaluation at all. Just going through the motions: The whole thing was a meaningless waste of time.

10. Even the best instructors can benefit from constructive criticism, yet this will not be possible unless students are permitted to participate in instructor evaluation.

11. In order for instructors to improve their present teaching methods, they must learn specifically in what areas they are weak. An evaluation form which offers evaluators a choice of "Competent" or "Needs to Improve," does not offer or encourage evaluators to present a thorough and constructive evaluation. By merely checking the appropriate box the evaluator is offered an easy way out, and the instructor doesn't benefit from this type of evaluation.

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12. Peer evaluation can only work when teachers are willing to get serious with each other in a genuine pursuit of the ideals on which educational institutions are based to begin with. That means civilized, but blooded attempts to find the truth and to confront each other, playfully and with good will, but with firmness, over what they're trying to accomplish as teachers. Today, spiritual climate, in general, and here in particular, has frozen over such a flow of honest communication and left us with only the icy surface of this evaluation device which is a mockery of whatever the real word "evaluation" is supposed to mean.

13. The best and most effective evaluation is that of students. They are the recipients of our commodity. Students are aware of those instructors sensitive to their needs as well as interested in their learning.

14. If the aim is to upgrade teaching, then money should be spent to provided in-service training which would be mandatory such as continuing educational programs in the professions.

15. Our product is education, our subjects are students. They suffer or flourish under our influence. If anybody should judge our efforts and efficiency, they should. If we honestly care to be judged they should be included in the process.

16. Chuck the whole thing, it's a magnificent waste of time and money.

17. In any event, it should not be conducted by peers.

18. Specific in-teaching workshops would be a better tool to enhance teaching effectiveness.

ADMINISTRATOR COMMENTS

1. An instructor in the department who teaches the same class along with student evaluation.

2. Student input and Administrator input should be included. Any system which expands input base will be more effective.

COUNSELOR COMMENTS

1. Student evaluation is most important.

2. All should have an input and results computed in a constructive way. Like-- what is the instructor doing right? Positive only--not negative because then the person becomes defensive.

3. Evaluation is a waste of time. Time could be used more profitably--eliminate.

4. What was missing from our evaluation was an attempt to get student input.

DISCUSSION

Teachers felt that when they evaluate one another they tend to be more lenient and not truly honest (statement number 1). This statement ranked number 1 among teachers responding to the questionnaire. It is rather significant to note that counselors ranked this statement as number 3. Administrators, however, did not greatly agree with this statement and ranked it as 12 out of the 27 questions tallied.

Administrators felt very strongly that teacher evaluation is necessary but that some other method should be employed (statement number 5) and ranked it as their choice for number 1. Teachers ranked this statement as 4 and counselors as 2. Conclusion can thus be drawn that some other method for teacher evaluation should be designed.

Counselors agreed most strongly that the evaluation process as conducted at Los Angeles City College was a complete waste of time (statement 18) and ranked it as number 2. Administrators rated the statement as 7 in their ranking order.

Statement number 14 indicates that if anyone needs evaluation it is the administrators not the teachers. Teachers responded with a ranking of 3, counselors ranked it 6 and administrators ranked it 20 on a scale from 1 to 27. This statement has questionable significance relative to teacher evaluation. However, it does indicate that their is strong agreement by teachers and counselors that the administrative staff should also be subjected to a meaningful evaluation procedure.

Statement number 4 was not a particularly good one in that there was confusion on behalf of the respondents since it involved two parts. Only 23 teachers responded to that question, yet it ranked 5 out of 27. Counselors ranked it 4 and administrators ranked it 9. Although this statement is of

DISCUSSION (continued)

questionable validity it seems to indicate that teachers were given an opportunity to pick one member of their evaluation team.

Statement number 8 expressing the fact that the evaluations determined by peers were correct ranked 6 on our scale by the teachers. Counselors rated this statement as 8 and administrators ranked it 13.

On the other end of the scale when looking at those statements which teachers disagree with most, statement number 15, which reflects that teachers feel under obligation to their peers as a result of the evaluation experience tops the list with a ranking of 27. Counselors and administrators appear to agree with teachers by ranking it 25 and 22 respectively.

Statement number 17 referring to those evaluated being threatened by the evaluation process was ranked 26 by teachers, 20 by counselors, and 24 by administrators. There was general agreement by all groups concerned that the evaluation process did not threaten anyone involved.

Statement number 26 which states that "I have observed positive behavior changes in members of my department as a result of peer evaluation," was ranked 25 by teachers, 27 by counselors and 18 by administrators. It is obvious that such strong disagreement with this statement, particularly by teachers and counselors, is indicative that our evaluation procedure has had no effect on the teaching characteristics of those evaluated.

The statement "that peer evaluation as performed at Los Angeles City College was a valuable experience and should be continued (statement number 27) was ranked 24 by teachers, 26 by counselors and 21 by administrators. This ranking clearly indicates that the procedure employed at Los Angeles City College should be discontinued. By comparing statement number 5 which indicates

DISCUSSION (continued)

that teacher evaluation is necessary but some other method should be employed, the conclusion may be drawn that evaluation is needed but a much more meaningful procedure than that Los Angeles City College must be developed.

Statement number 24 which states that the evaluation process has caused some strained relationships among some members of departments has been ranked 23 by teachers, 18 by counselors, and 14 by administrators. It can be concluded that there is general disagreement by all groups to this statement.

Statement 16 indicating that the results of the peer evaluation caused teachers to change their teaching behavior was ranked 22 by teachers and 23 by both counselors and administrators alike. There is clear agreement by all certificated staff responding to the questionnaire that no such changes in teaching behavior have occurred.

CONCLUSIONS AND RECOMMENDATIONS

The results determined from analysis of data collected point to several areas of concern and dissatisfaction with the peer evaluation process employed at Los Angeles City College. It should be emphasized that the purpose of the evaluation process intended by the Rodda Bill is to improve instruction and education. There has been no evidence from comments and data collected during the development of this practicum to indicate that this end has been met. In fact, it can strongly be concluded from the results that no such improvement educationally has developed.

The following conclusions have been drawn from the analysis of data collected:

a) Teachers did not evaluate one another in complete honesty and tended to be more lenient during such evaluations.

CONCLUSIONS AND RECOMMENDATIONS (continued)

b) Teacher evaluation is needed but method other than that employed at Los Angeles City College must be designed.

c) The evaluation process implemented during the Spring 1974 semester was not meaningful and was nothing more than a formality to meet the requirements of the State and to satisfy the District.

d) In addition to teachers, the administrative staff should also be subjected to a meaningful evaluation process.

e) Most teachers felt that evaluations assigned them by their peers were correct. This is an interesting observation since teachers also felt that their evaluators were not truly honest and tended to be more lenient during the peer evaluation process. This however, may be explained in that the evaluation form provided to the teacher by the District offered only two choices to the evaluator, e.g., Competent or Needs to Improve. Thus, the constraints established due to the limitations inherent in the evaluation form used greatly restricts its effectiveness as an evaluation instrument.

f) Teachers did not appear to be under any obligation to their peer evaluators for ratings received.

g) Teachers did not feel threatened by the evaluation process whatsoever.

h) There appears to have been no observable behavioral changes in teachers as a result of the evaluation process. It can therefore be concluded that the teaching characteristics of those evaluated have not been altered.

i) It was strongly brought out in the data and the comments to the questionnaire that the evaluation procedure utilized be discontinued. However, it was further clearly established by teachers that their evaluation is necessary but it should be a meaningful procedure where growth and positive constructive criticism be incorporated in the evaluation process.

j) The evaluation process did not cause strained relationships among the participants involved.

RECOMMENDATIONS

1. Student input should be an integral part of the evaluation process for teachers.

2. In-service training for all faculty every three or four years should be required as part of the teacher contract. Said training would be provided by the district and salaries of the teacher participants would continue during training periods. Summers might be an appropriate time for such training, thus, a district would be contributing to the upgrading of its teaching faculty which in turn would provide better educational experiences for students enrolled in the classes of in-service trained teachers. Training should be conducted at a university in the vacinity of the college.

3. Evaluation form currently used by the district should be discarded and a new form devised which includes a greater variety of choices from which the evaluator could select - not just Competent and Needs to Improve.

4. The district should fund the development of an evaluation process whereby continuing education is an integral part.

5. Teacher evaluation should include not only peers but should invoke administrators, students, outside specialists, department chairmen, etc.

6. Our present evaluation system should be discontinued immediately. It is of no constructive worth or value (other than meeting the State requirements).

7. The evaluation process should be based on student achievement of learning objectives, and should include means by which the improvement of teaching quality might be obtained.

Los Angeles City College
855 North Vermont Avenue / Los Angeles, Ca. 90029 / Telephone (213) 663-9141

As you are aware, the legislature has mandated teacher evaluation. Last year, we at L.A.C.C. participated for the first time in this endeavor, and we are now attempting to appraise its value. It is hoped that the results of this questionnaire will serve as an accurate indicator of faculty thought, feeling and concern for the peer evaluation process as performed at L.A.C.C. It is further hoped that through prudent analysis of the results, we will be able to determine whether there is a need to modify or change the structure of the evaluation system utilized at L.A.C.C.

This survey is being conducted as a graduate studies project with the cooperation of the L.A.C.C. Research Office. A summary of the results when available will be placed in your box.

YOUR PROMPTNESS IN RETURNING THIS COMPLETED QUESTIONNAIRE TO LESTER S. SCHNEIDER'S BOX IN THE MAILROOM WILL BE GREATLY APPRECIATED.

Sincerely,

Lester S. Schneider
Associate Professor
Anatomy and Physiology

PEER EVALUATION QUESTIONNAIRE

Please Check Appropriate Box:

A) ☐ Full Time Teacher ☐ Adminstrator ☐ Counselor

B) ☐ Regular Tenured Teacher ☐ Contract Teacher (1st or 2nd Year) ☐ Substitute Teacher

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. When teachers evaluate one another, they tend to be more lenient and are not truly honest in their appraisal.	1	2	3	4	5
2. The evaluation process in essentially the same manner should be continued.	1	2	3	4	5
3. The evaluation process caused me to look inwardly and evaluate my own teaching techniques.	1	2	3	4	5
4. I had the opportunity to pick at least one member of my evaluating team..... If so, was there a prearranged aggreement that the peer evaluation would be mutual (rate each other)? Yes _____ No _____	1	2	3	4	5
5. Teacher evaluation is necessary but some other method should be employed.	1	2	3	4	5
6. Peer evaluation is needed because it will help upgrade poor teachers.	1	2	3	4	5
7. The evaluation form utilized was an effective instrument for peer evaluation.	1	2	3	4	5
8. Generally, I feel the evaluation results determined by my peers were correct.	1	2	3	4	5
9. Peer evaluation cannot be effective because members of your own department will never tell you to your face what they really think about your teaching ability.	1	2	3	4	5
10. The peer evaluators were familiar enough with my teaching abilities to give a fair evaluation.	1	2	3	4	5
11. I do not feel that peer evaluation at L.A.C.C. was done honestly.	1	2	3	4	5

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12. Adequate time was given by my peer evaluators to complete the evaluation process satisfactorily.	1	2	3	4	5
13. I would much prefer to be evaluated by someone who did not know me.	1	2	3	4	5
14. If anyone needs evaluation, it is the administrators not the teachers.	1	2	3	4	5
15. I feel under obligation to my peer evaluators as a result of the evaluation experience.	1	2	3	4	5
16. The results of your peer evaluation caused you to change or modify your teaching behavior.	1	2	3	4	5
17. I felt somewhat threatened by the evaluation process.	1	2	3	4	5
18. Teacher evaluation, as conducted at L.A.C.C., was a complete waste of time.	1	2	3	4	5
19. The peer evaluators were honest in their appraisal of me.	1	2	3	4	5
20. The purpose of peer evaluation is to get rid of poor teachers.	1	2	3	4	5
21. Peer evaluation should be done by specialists in your subject area from other colleges who do not know you.	1	2	3	4	5
22. As an <u>evaluator</u>, I found I could not give a poor evaluation of a peer colleague, even though I felt he deserved one.	1	2	3	4	5
23. Peer evaluation is good because even the best teachers will benefit from the results.	1	2	3	4	5
24. Peer evaluation has caused some strained relationships among some of the teachers in my department.	1	2	3	4	5
25. Student evaluation is much more honest and meaningful than is peer evaluation.	1	2	3	4	5
26. I have observed positive behavior changes in members of my department as a result of peer evaluation.	1	2	3	4	5
27. Peer evaluation, as performed at L.A.C.C. was a valuable experience and should be continued.	1	2	3	4	5

28. I think the best evaluation process should include: (check one or more)

__a. peers
__b. administrators
__c. students
__d. outside specialists
__e. other (_____)

Comments: _____

_____

_____

_____

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